Annual Title 1 Parent Meeting
2021-22
San Diego Unified School District
Agenda

• What is Title I?
• Parent Rights under Title I
• Parent Involvement
• School Achievement Data
• Single Plan for Student Achievement
• Title I Expenditures
• Title I Parent and Family Engagement Policy and School/Parent Compact
What is Title I?

Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children.

The program is intended to help ensure that all students meet state academic standards.
Goals of Title I

• Increase academic achievement
• Provide direct instructional support to students.
• Provide professional development for teachers.
• Promote parent education and involvement.
Parent Rights

• Ask for meetings and trainings.

• Review the results of annual parent involvement effectiveness survey.

• Review the school’s achievement data.

• Review the parent involvement plan in the Single Plan for Student Achievement (SPSA).

• Review and modify the Title I Parent and Family Engagement Policy and School/Parent Compact.
Parent Involvement

The School Site Council (SSC) provides parents with an opportunity to be involved in the academic program of the school. The SSC develops, monitors, and evaluates the Single Plan for Student Achievement (SPSA) to implement programs and services that support students.
School Achievement Data

- Schools analyze Smarter Balanced (SBAC), English Language Proficiency Assessments for California (ELPAC) results and review graduations rates and Steps for Success results.
- Schools use the data to align curriculum to state and district academic standards.
- Schools adjust instructional practices based on the findings of the assessment data.
Overall Performance: 419 Students Tested

<table>
<thead>
<tr>
<th>Met Achievement Standard</th>
<th>80%</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>337</td>
<td>82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Not Met Achievement Standard</th>
<th>49.9%</th>
<th>30.5%</th>
<th>13.4%</th>
<th>6.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>209</td>
<td>128</td>
<td>56</td>
<td>26</td>
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Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

<table>
<thead>
<tr>
<th>Claim Score Levels</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening</th>
<th>Research/Inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Standard</td>
<td>49%</td>
<td>53%</td>
<td>37%</td>
<td>54%</td>
</tr>
<tr>
<td>Near Standard</td>
<td>40%</td>
<td>33%</td>
<td>58%</td>
<td>37%</td>
</tr>
<tr>
<td>Below Standard</td>
<td>10%</td>
<td>9%</td>
<td>5%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Additional Filters Applied: Students: All Students, Add Student Group: All Students, Courses: All Courses, Classes: All Classes
2018-19 Preliminary Smarter Balanced Performance Summary

Math: All Grades Tested

Site: University City High
Roster Date: Custom
Grade Levels: All
English Proficiencies: All
Reported Race: All Reported Races
Gender(s): All
Special Education: Special & Non Special
Socio-Economic: SED & Not SED

More information about this report can be found at help.illuminated.com.

Overall Performance: 414 Students Tested

<table>
<thead>
<tr>
<th>Met Achievement Standard</th>
<th>46% (192 Students)</th>
<th>24.2% (100 Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Met Achievement Standard</td>
<td>54% (222 Students)</td>
<td>22.2% (92 Students)</td>
</tr>
</tbody>
</table>

Average Distance from Level 3 - 6

- Distance from Level 3 (DF3) measures how far each student is from the Level 3 (Standard Met) Smarter Balanced performance level.

Claim Performance: Percent of Students at Each Level

- Concepts & Procedures: 34% (Above Standard), 30% (Near Standard), 36% (Below Standard)
- Problem Solving & Modeling/Data: 27% (Above Standard), 48% (Near Standard), 26% (Below Standard)
- Communicating Reasoning: 29% (Above Standard), 50% (Near Standard), 20% (Below Standard)

ADDITIONAL FILTERS APPLIED: Students: All Students; Add Student Group: All Students; Courses: All Courses; Classes: All Classes
2019-20 Senior Graduation Rate

98.4% of all seniors graduated from UCHS
90.9% of EL Students
96.6% of Socioeconomic Disadvantaged
75% of students with IEP
UCHS Steps for Success
College/Career

EXPECTED SCHOOL WIDE LEARNING GOALS
We Believe Seniors Who Master a Minimum of 10-12 Steps Will Be College/Career Ready

UCHS Students are:
- Contributors to the Community
- Collaborative Citizens
- Effective Communicators
- Independent Critical Thinkers
- Technologically Skilled
- Students Who Plan and Set Goals

Steps to Success
College/Career

- Take a Comm. College Course
- Earn "3" or higher on AP Exam
- Score 1200+ on SAT (CSU), 1800 (UC), 27 on ACT
- Participate in an internship experience or have a paid job
- Complete an AP course with a "C" or higher grade
- Take a Career Tech. Capstone Course (ROF)
- Participate in 100 hours or more of community service
- Earn Academic Honors Distinction (3.5 GPA)
- Serve in a leadership role for a club or team
- Earn a 3.0 or higher GPA
- Score "Proficient" or "Advanced" on CSTs in all content areas in one given year
- Earn a 3.0 or higher citizenship GPA
- Complete the necessary 44 credits and meet a-g requirements to earn a high school diploma
- Earn a 2.0 or higher GPA for graduation (minimum GPA requirement)
- Pass the CAHSEE (ELA/Math)
- Participate in a club or extracurricular activity
Single Plan for Students Achievement or SPSA

- Parents are informed about the school’s curriculum in English/Language Arts and Math, as well as other core subjects.
- Parents also receive information about the assessments used to measure student progress in these academic areas.
  - These are:
    a. Teacher assessments
    b. District assessments
    c. SBAC (11 grade year)
    d. PSAT results (10th/11th grade year)
School Focus for the Year 2021-2022

• Improving success in Math for students (via instruction and curriculum)
• Improving social and emotional well-being of students
• Graduating with the same students who start at UCHS
• Improving instruction and learning by working side-by-side with teachers
Title I Funds  
[Federal Funds]

- Allocated on basis of number of students eligible. Schools receive Title I funds if 38% or more of students are eligible.
- 39% at UCHS
- Visit the Parent Powerschool Portal and click
Title I Funds continued
[Federal Funds]

- Schools in SDUSD are ranked according to this percentage, and schools receive a certain amount of money per student.
- Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy
The Title I Parent & Family Engagement Policy

Every Title I school, in collaboration with parents, MUST prepare a site level parent involvement policy.

The Parent & Family Engagement Policy describes how the school will involve the parents in an organized, ongoing, and timely way the planning, review, and improvement of the Title I program at their school.

Located on the UCHS website
The School Parent Compact

The School Parent Compact describes the responsibilities of the school, the parent, and the student for improved student achievement.

- Developed in collaboration among parents, teachers and students.
- Updated periodically.

Located on the UCHS website
Introduction To ELAC: English Learner Advisory Committee

• Each school with 21 or more English Learners must form an English Learner Advisory Committee (ELAC).

• The purpose of the ELAC is to advise the principal, school staff, and SSC on programs and services for English Learners.

• The percentage of parents of English Learners on the ELAC must be at least the same as that of English Learners at the school.

• ELAC elections are required

If interested please email Gail Hall ghall@sandi.net
Questions???